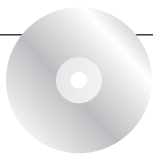




# Part A: Young George Washington

*I*n Part A students will be introduced to George Washington before the French and Indian War, when he was a prominent young Virginian little known outside of his local world. They will see an ambitious young man dedicated to hard work, proper behavior, and love of duty (and country)—intent on building a solid reputation and making a name for himself. These characteristics (especially his concern with reputation) stayed with Washington throughout his lifetime. Earning money, owning land, and pursuing a military or public career were ways in which Washington carved out his reputation and fulfilled his ambitions.



For Part A, Level One  
use Resource Pages 1–8 and  
Images 1–6 on the CD-ROM.

**All the written resources in this guide are considered primary sources. Be sure that students understand that primary sources can be journals, letters, diaries, speeches, and public documents, as well as comments on manuscripts. All of the selections here were written by George Washington. As students use these personal writings from an icon of American history, they will learn that, more than secondary sources, primary sources allow one to “see” the inner workings of a person. They let the person speak for himself or herself.**

## Level One (Grades 4-6)

### Getting Started

**1** Ask your students what they know about George Washington. (*Answers will undoubtedly include: first president, general, “the man on the \$1 bill,” and so on.*) Then ask students if anyone knows about Washington’s life as a young man. Their answers (*born in Virginia, chopped down a cherry tree, athletic, tall, and so on*) will undoubtedly include a combination of myth and fact. Begin a wall chart—Who Was George Washington?—which you and students can add to (and correct) throughout the study. Include what students think they know about Washington’s personality as a young man (*honest/did not tell a lie, brave, sports-minded, and so on*). You may want to set up a T-Chart categorizing What Washington Did and What Washington Was Like.

**2** Encourage students to correct any misconceptions or misinformation on the wall chart as they learn more about “the true George Washington.” To extend this study, set up a resource corner with materials in which the class can learn more about Washington’s life. (See the Additional Sources file on the CD-ROM.)

## GOALS

**In Part A  
students will:**

**Examine**  
their preconcep-  
tions about  
George  
Washington

**Expand**  
their knowledge  
of the events of  
Washington’s  
early years

**Analyze**  
excerpts from  
Washington’s  
writings in order  
to answer the  
Focus Question:  
What can you  
learn about  
young George  
Washington’s  
personality and  
ambitions by  
reading his  
journals?



**Be sure students understand that surveyors measure the land and locate boundaries of land ownership.**

**Tell students that another calendar system—the Julian calendar—was used in Great Britain and the colonies until 1752. According to the Julian calendar, Washington was born on February 11th, not February 22nd.**

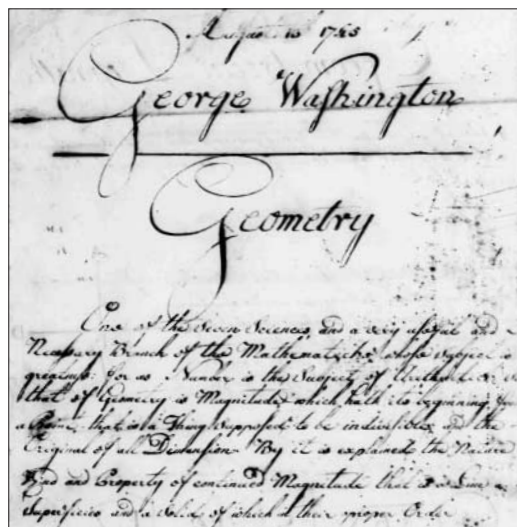
**Part A:**  
Level One  
Level Two  
Making  
Connections

**Part B:**  
Level One  
Level Two  
Making  
Connections

**3** As a resource on Washington's early years, distribute **Resource Page 1: Timeline: Young George Washington**. Make **Image 1: Map of the Virginia Colony** available at the same time, so that students can locate key places described. Suggest that students use the timeline as a mini-biography to provide background knowledge as they read.

**4** Pointing out that Washington was the nation's first president, open a discussion on what kind of person might become president of the United States. Ask the class what qualities such a person would need to have (*determination, energy, intelligence, patriotism, ambition*). If some of your students think that they would like to be president one day, ask them to tell the class why they have this ambition and how they hope to reach it!

**5** Tell the class that they are going to have an opportunity to meet young George Washington long before he became president, and, through his personal writings, to find out more about the kind of person he was. To focus students' investigation, write the **Focus Question** on the chalkboard:  
***What can you learn about young George Washington's personality and ambitions by reading his journals?***



George Washington wrote this page in his school copy book when he was 13 years old.

## Reading and Reflecting

### The Young Surveyor

**1** Discuss the act and art of journaling, making links to any journal writing activities related to your classwork. Tell students that they are going to learn more about Washington by reading some of his own journal entries. As background, use **Resource Page 2: Washington as a Record Keeper**.

**2** Hand out **Resource Page 3: George Washington, Surveyor, 1748**. Explain that 16-year-old George Washington wrote these two journal entries about his first trip to the wilderness. Washington and others were surveying land on the Virginia frontier for Lord Fairfax, an important landowner.

**3** Students can use **Image 1: Map of the Virginia Colony** and **Image 2: Washington as a Young Surveyor** to place the event geographically and to imagine the scene.

**4** Point out to students that **Resource Page 3** includes the original text from Washington's journal as well as an adaptation in modern English. Have the students read the adapted version of the excerpt to themselves first. Working individually or in pairs, they should answer the Guided Reading Questions on the handout.

**5** Ask students to think about the Focus Question and to cite evidence from the documents as they discuss the journal entries.

~What do you think Washington might have learned as a surveyor? (*practical skills such as how to survive in the wilderness, how to work with others*)

~What does the excerpt say about Washington's character? (*He was a hard worker; inexperienced and young, but decisive. He was neat and proper, perhaps a tad snobby—disliked poor bedding and fleas!*)

~What decisions did Washington make? (*to work hard; to undress, then dress again; to sleep in the future by an open fire*)

~In this account, does Washington appear ambitious? Do you think that he wants to better himself or his situation? (*He shows that he was a hard worker, concerned about getting the job done. He learned from his mistakes, and he knew how to be more comfortable in the future.*)

~Does this reading change your image of George Washington? (*Students undoubtedly think of Washington as commander of the Continental Army or in fancy clothes in positions of power in his later years. Here Washington faced frontier conditions, complete with lice and fleas. He was confident but somewhat humble at the same time.*)

**6** Ask the class to consider Washington's actions and personality. Add a list of these key points to your wall charts.

**7** Depending on your students' familiarity with primary sources, discuss why Washington's journals are such a valuable resource. Have the class look at the original



After his 1748 trip to survey some of Lord Fairfax's 5 million acres in the Shenandoah Valley, young George took a job as surveyor of Culpeper County, Virginia.

selections on the handout—the journal entries as Washington wrote them—and be sure that students understand what makes them a primary source (*that they were written by Washington, not about him*). Discuss what can be learned from a private journal, written for oneself.

**8** Then discuss the spellings, capitalizations, and “shorthand” that Washington used. Ask a volunteer to try to read the entries aloud and point out that this is a good technique to help in figuring out what some of the “oddly spelled” words mean. If your students find the original wording and spelling fascinating, you may want to use **Resource Page 4: Spelling the Washington Way** to help them understand more about 18th-century writing.

## Making a Name for Himself

**1** Explain that, in the next journal selection, Washington is five years older. Intent on making a name for himself, he volunteers to serve the governor of Virginia. His mission is to deliver a message to the French who are occupying lands that the British claim in the Ohio River Valley. The message asks the French to leave. Washington delivers the message to the French, but is told that they have no intention of following this request. Eager to deliver the French reply to the governor, Washington heads home. The excerpt deals with one event in the long and dangerous trip back to Williamsburg (with guide Christopher Gist). As background information, read aloud the description of the journey on **Resource Page 5: Washington's Journey to Fort LeBoeuf**.

**2** For visual and geographic background, display **Image 3: Map of the Journey to Fort LeBoeuf**; **Images 4a, 4b, and 4c: Washington on the 1753 Expedition**; **Image 5: Historic Map of the Ohio River Valley**.



**A Word Wall would be a helpful teaching tool to use as students work their way through these primary source documents.**

**Tell students that Image 5 shows a map drawn by Washington in 1753. Using his surveying skills, Washington drew a map so accurate that it was later used to plan modern roads.**

**3** Hand out **Resource Page 6: Return from Fort LeBoeuf, 1753**. Have the students read the adapted version of the excerpt to themselves first and then answer the questions on the handout. Suggest that students locate on the map (**Image 3**) the key places described on **Resource Pages 5** and **6**.

If possible, make transparencies or color prints of the paintings and the engraving included in the **Image 4** file. Have students identify the “three nations” shown in **Image 4a: “Domain of Three Nations”** by John Buxton (*British, French, and American Indians*). Discuss why the artist would have shown the American Indians as shadows on the floor (*because they were “outside” of the negotiations*). Have students describe what they see in the two images of Washington and Gist crossing the Allegheny (**Images 4b and 4c**).

**4** After reading the excerpt, have the students write down the characteristics that the excerpt presents. (*A man of action who made quick decisions; sense of duty to task; brave; not afraid of hard work; wise, intelligent; industrious, inventive; survived life-threatening situation; articulate*) Have them consider Washington’s actions and personality, adding these to the lists on the wall chart.

**5** Discuss the excerpt. Ask students to think about the Focus Question and to cite evidence from the documents in their answers.

~What does this excerpt tell you about Washington’s personality? About his determination? (*Washington made quick and solid decisions. He was inventive and decisive, a man of action. He did not appear to be defeated but got out of many difficult situations. It is interesting that Washington never mentions his own reactions to the cold that affects Gist so severely.*)

~In what ways does Washington seem more grown-up than he did on the 1748 surveying trip? (*He seems far less concerned with his physical comfort. He made quick, smart decisions in a life-threatening situation.*)

~Does reading this journal change your image of George Washington? (*Students should realize that Washington could have died in the extreme cold of the icy river. While they may have thought of Washington as the stiff hero of a Gilbert Stuart painting, this journal entry presents a brave young man risking death.*)



In this fanciful 19th-century engraving, Washington is shown traveling the rivers of the Ohio Valley. The scene could have taken place on the canoe trip Washington and Gist took between Fort LeBoeuf and Venango.

**Part A:**  
Level One  
Level Two  
Making  
Connections

**Part B:**  
Level One  
Level Two  
Making  
Connections

## Pulling It All Together

**1** Have students answer the Focus Question by writing a short essay titled “Getting Ahead.” Ask them to compare the George Washington presented in the journal entries of 1748 and 1753, commenting on similarities and differences. To help students make comparisons, have them consider the following questions:

~How has Washington changed mentally and physically? (1748: *young and inexperienced*; 1753: *experienced and able—also more robust and comfortable with the outdoors*. Both excerpts show him as a hard worker with a sense of duty.)

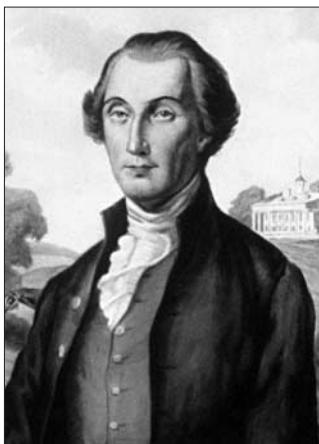
~Has his writing style changed? (1748: *more reflective and emotional—getting to know himself*. 1753: *interested in his actions—what he did*.)

~How does he handle both situations?

*(Adapted to situations and came up with ways to fix them. Washington made good, intelligent decisions. In both situations, Washington was on assignment: the first as a surveyor; the second on a political mission. In the 1748 excerpts, Washington was able to get out of his situation—the uncomfortable bed. He put on his clothes but didn’t leave the room. His decision was not a bold one and the situation also was not life-threatening. In the 1753 excerpts, Washington had no choice and adapted to more than one desperate situation.)*

~Was Washington concerned with doing a good job? Was he ambitious to succeed? (1748: *Washington did not waste time—works as soon as it clears, determined to get to sleep; knew what to do in the future to be better prepared*; 1753: *determined to continue on his journey; determined to get to the other side; determined to keep going; determined to deliver the message*.)

**2** Ask for volunteers to read their short essays out loud. In a class discussion, have students consider ways in which Washington changed as he experienced the world and ways in which he remained the same.



Washington was an outstanding rider and an avid fox hunter.



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French and Indian War Commemoration: 250 years

<http://memory.loc.gov/ammem/gwhtml/gwhome.html>

George Washington Papers at the Library of Congress

[www.mountvernon.org](http://www.mountvernon.org)

George Washington's Mount Vernon Estate & Gardens

[www.thewarthatmadeamerica.org](http://www.thewarthatmadeamerica.org)

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### Historic Sites

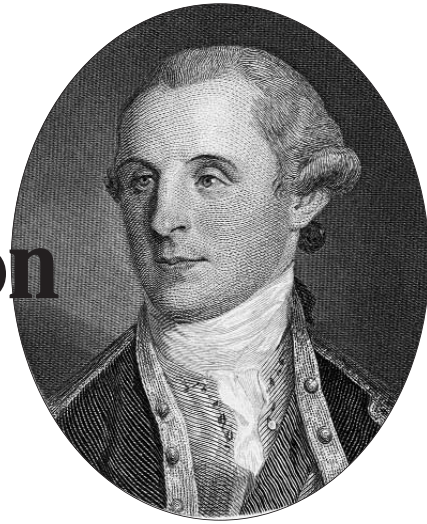
[www.frenchandindianwar250.org](http://www.frenchandindianwar250.org)

The web site of French and Indian War 250, Inc. offers an Historical Sites Interactive Map listing French and Indian War related sites in 23 states and Canada.

### Becoming GEORGE WASHINGTON

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# Timeline: Young George Washington



---

George Washington is born on February 22 in Westmoreland County, Virginia. He is the first child of Augustine and his second wife, Mary Ball Washington. Washington has two half brothers, Lawrence and Augustine, and one half sister, Jane.

**1732**

---

**1733**

Sister Betty is born.

---

Brother Samuel is born.

**1734**

---

**1735**

Half sister Jane dies. Washington and his family move to a family property on the Potomac River in Virginia. Lawrence will inherit this house and call it Mount Vernon. After Lawrence's death, George will inherit Mount Vernon and the surrounding lands.

---

Brother John Augustine is born.

**1736**

---

**1738**

Brother Charles is born. Washington and his family move to Ferry Farm on the Rappahannock River in Fredericksburg, Virginia.

---

Sister Mildred is born.

**1739**

---

**1740**

Mildred dies.

---

Washington's father dies. Washington will inherit Ferry Farm, some land, ten slaves, and three town lots when he is 18 years old.

**1743**

At the age of 15, Washington's formal education ends. (Little is known about his education, including whether he attended school or was tutored at home.)

Washington spends a great deal of time with Lawrence and his family at Mount Vernon and at Belvoir, the nearby Fairfax estate. He attends balls, hunting parties, and fancy dinners. Washington becomes a skilled horseman and dancer.

**1747**

Washington becomes the official surveyor of Culpeper County, Virginia.

**1748**

Washington takes a surveying trip to the Virginia wilderness for Lord Fairfax, a wealthy landowner.

**1749**

**1750**

Washington buys land in Frederick County, Virginia. In two years, he will own more than 1,000 acres of land there.

Washington takes his only trip out of the country, accompanying Lawrence to Barbados where they seek a cure for Lawrence's tuberculosis. He contracts smallpox but recovers. He attends the theater for the first time.

**1751**

**1752**

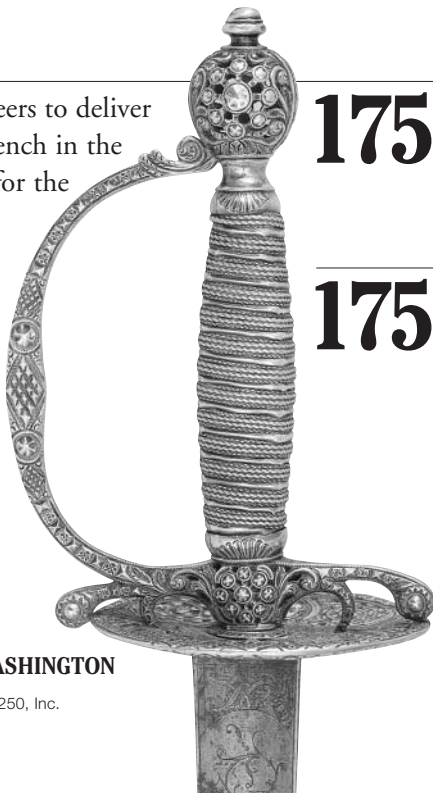
Lawrence dies. Washington becomes an officer in one of Virginia's military districts.

Washington volunteers to deliver a message to the French in the Ohio River Valley, for the Virginia governor.

**1753**

**1754**

Washington returns from his trip to the Ohio River Valley in January. His journal about his trip is published, and he becomes widely known. In May, Lieutenant Colonel Washington is involved in a skirmish that sparks the beginning of the French and Indian War.



### Becoming GEORGE WASHINGTON

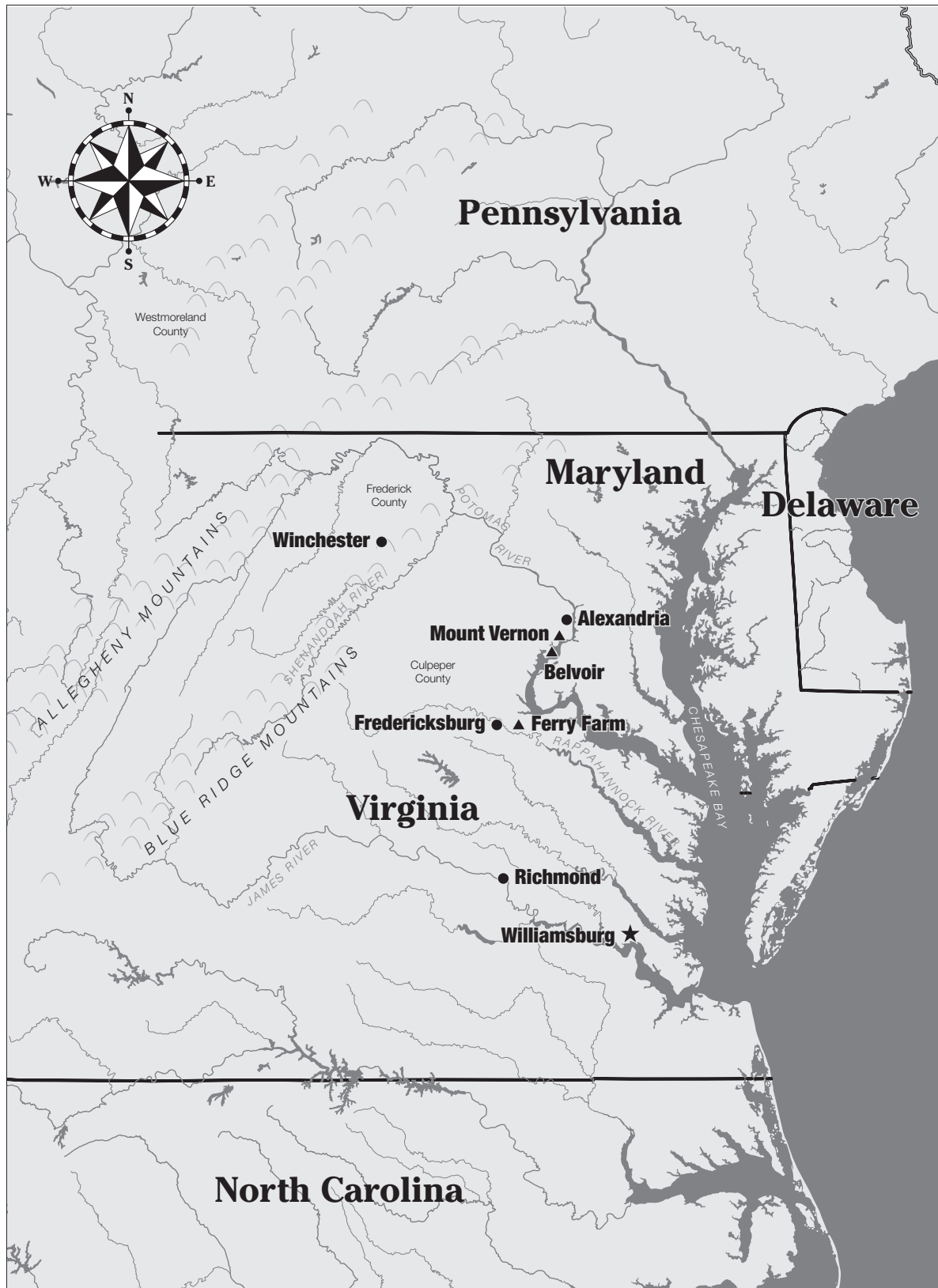
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Text credit: Adapted from *George Washington: The Writer*, compiled and edited by Carolyn P. Yoder, Honesdale, PA: Boyds Mills Press, 2003.

Image credit: Mount Vernon Ladies' Association

**Image 1**

# Map of the Virginia Colony



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# Washington as a Record Keeper

## Keeping Track of His Life

Beginning when he was a teenager, George Washington kept a record of his life. He was devoted to diary writing in his late teens and early twenties, but it wasn't until he was in his mid-thirties that he became serious about the writing. During the Revolutionary War, General Washington was preoccupied with fighting and writing letters, orders, and addresses. After the war he returned to his diary and remained faithful to it for the rest of his life. On the day before he died, for example, Washington wrote about the weather in his diary.

Washington felt that a diary should include the where, the how, and with whom he spent his time. He kept journals while he was away from home (such as the two journals quoted in Part A). He compiled his thoughts on the weather, his farms, and personal activities in his diary.

## Your Turn

**Do you keep a diary?**

**What do you record in it?**

**Compare your writings to Washington's in Part A.**

For much of his adult life Washington probably knew that his diaries and journals would be read by future generations. How do you think that affected his writing? Write about an event, person, or thing as if you are writing for yourself only. Then write about the same subject as if future generations would read it. How are the two entries different? How are they alike?

## Becoming GEORGE WASHINGTON

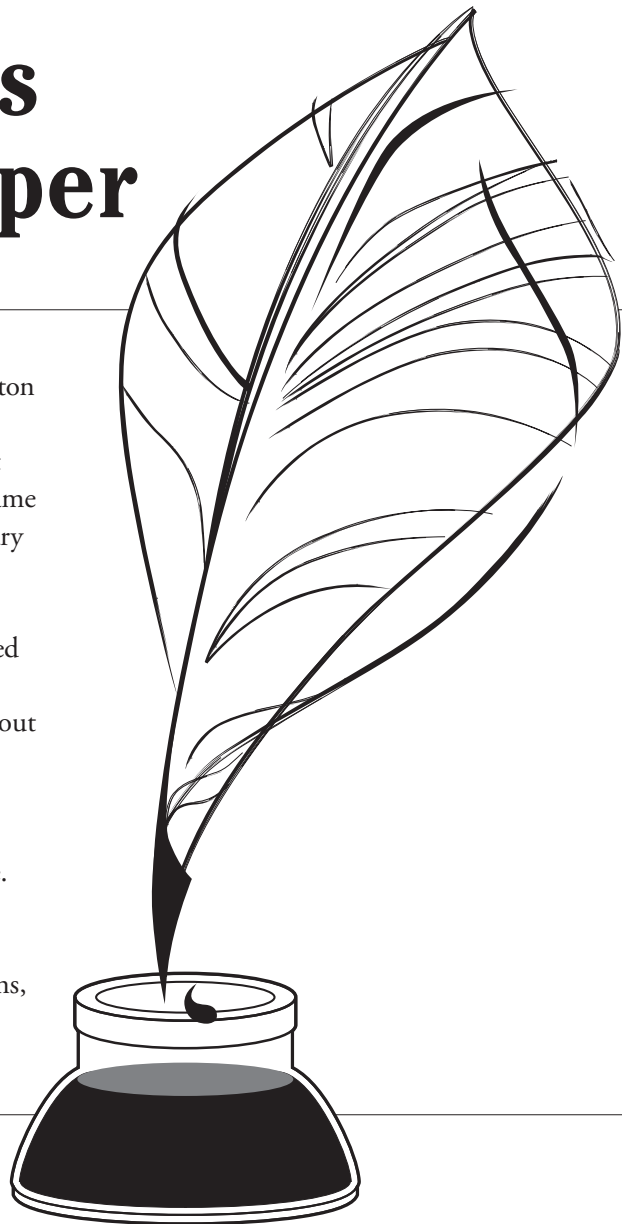
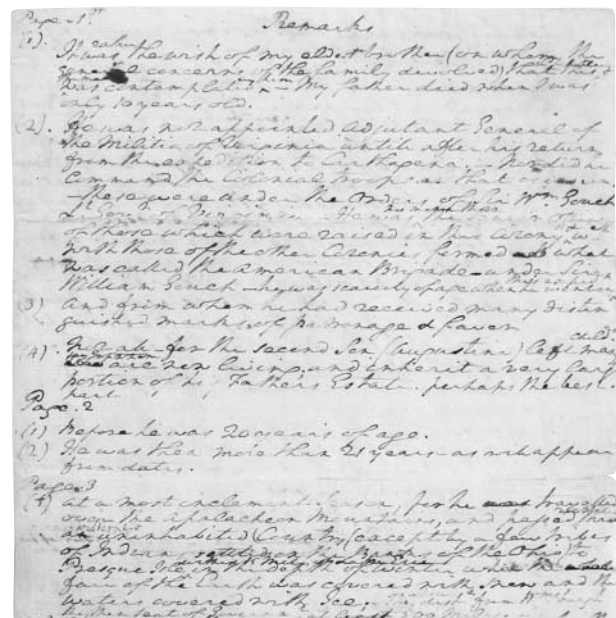


Image credit: Fort Ligonier Association



# George Washington, Surveyor, 1748

Reading George Washington's Words



## Original

### Tuesday, March 15

*We set out early with Intent to Run round the sd. Land but being taken in a Rain & it Increasing very fast obliged us to return. It clearing about one oClock & our time being too Precious to Loose we a second time ventured out & Worked hard till Night & then returned to Penningtons we got out Suppers & was Lighted in to a Room & I not being so good a Woodsman as the rest of my Company striped my self very orderly & went in to the Bed as they call'd it when to my Surprize I found it to be nothing but a Little Straw—Matted together without Sheets or any thing else but only one Thread Bear blanket with double its Weight of Vermin such as Lice Fleas &c I was glad to get up (as soon as the Light was carried from us) & put on my Cloths & Lay as my Companions. Had we not have been very tired, I am sure we should not have slep'd much that night. I made a Promise not to Sleep so from that time forward chusing rather to sleep in the open Air before a fire will Appear hereafter.*

### Wednesday, March 16

*We set out early & finish'd about one oClock & then Travell'd up to Frederick Town where our Baggage came to us. We cleaned ourselves (to get Rid of the Game we had caught the Night before) & took a Review of the Town & then return'd to our Lodgings where we had a good Dinner prepar'd for us ... & a good Feather Bed with clean Sheets which was a very agreeable regale.*

## Adaptation

### Tuesday, March 15

We set out early to inspect the surveyed land, but it started to rain heavily and we had to return. It cleared up about 1 o'clock. We had little time to waste, so we went out again a second time and worked hard until nighttime.

We then returned to the Penningtons. We had supper and were taken into our rooms. I was not as experienced a woodsman as the rest of the company. I carefully took off my clothes and got into bed. The bed turned out to be nothing but a little straw matted together without sheets or anything else. There was only a thin blanket and lots of lice and fleas.

When it was dark, I got out of bed, put on my clothes, and lay like my friends. If we weren't so tired we wouldn't have slept much that night. I made a promise to myself that from that time on I would sleep outside before a fire.

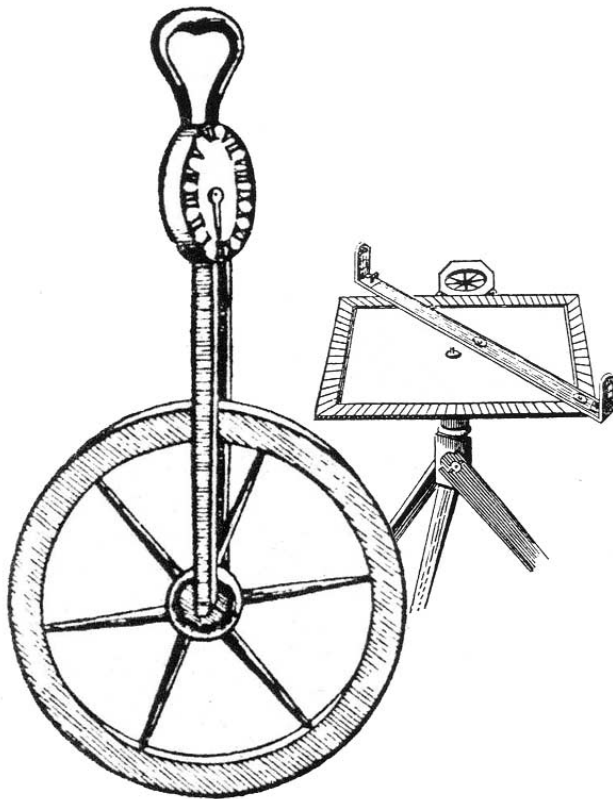
### Wednesday, March 16

We got up early and finished about 1 o'clock. We then traveled to Fredericktown. (Our baggage was being sent there.) We washed up. (We smelled of the animals we had caught the night before.) We then toured the town and then went back to where we were staying. We had a good dinner and a good feather bed with clean sheets. It was a very agreeable time.



## Guided Reading Questions

- 1 To whom was George Washington writing?
- 2 Where was he?
- 3 What did George Washington do before “returning to the Penningtons”?
- 4 What did George Washington do that was unlike his companions?
- 5 Did Washington have a good night's sleep? What was his bed like?
- 6 What was Washington's attitude?
- 7 What decision did Washington make at the end of the March 15th journal entry?
- 8 What happened the next day?



People spelled and constructed their sentences a bit differently in Washington's time. Some words that are easy to identify—such as “child'n”—might be missing a few letters. The word sd. probably stands for “surveyed.”

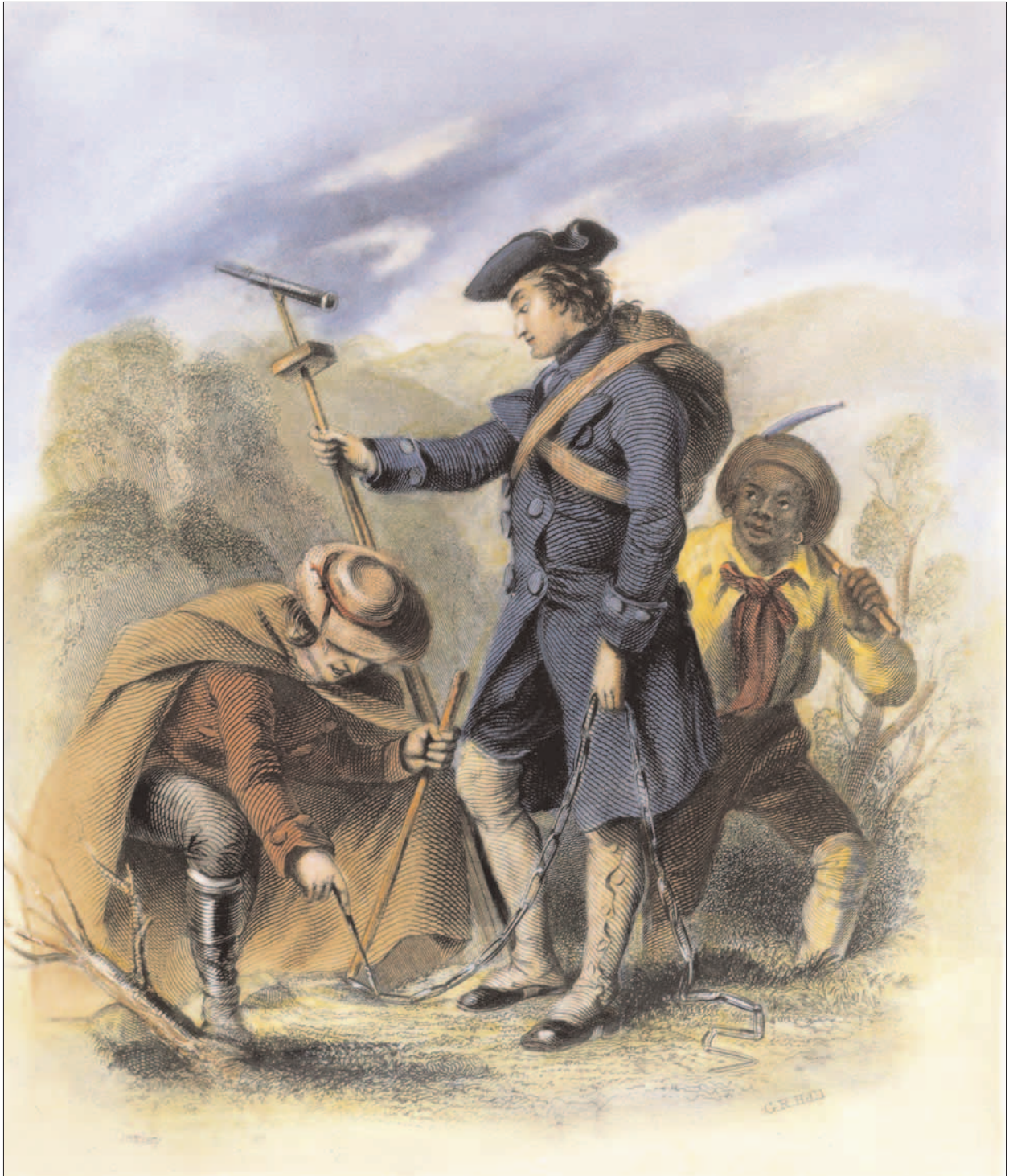
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Fort Ligonier Association (bottom right)

**Image 2**

# Washington as a Young Surveyor

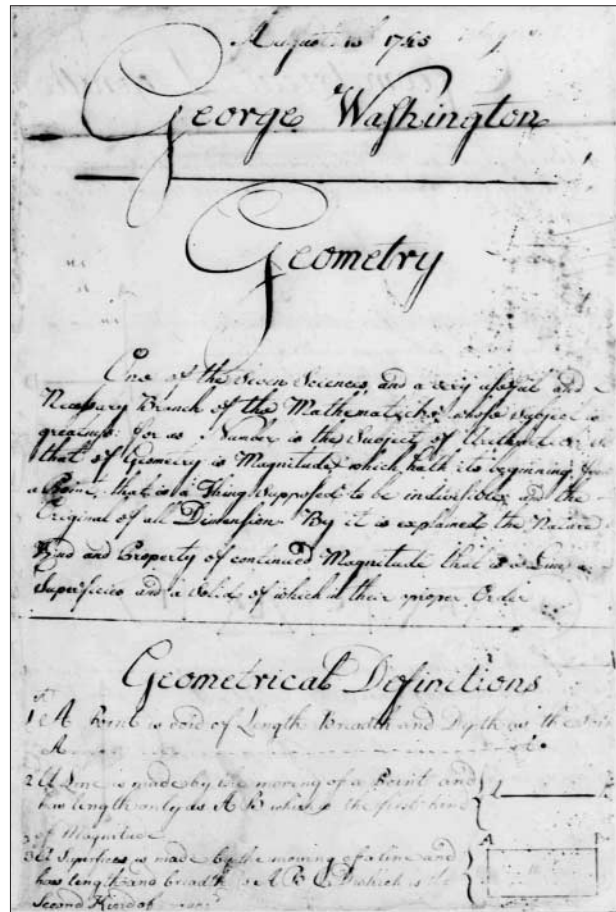


# Spelling the Washington Way

Like most other young people at the time, George Washington did not spend much time going to school. It has been said that he “spelled like a gentleman,” however. Washington learned to spell, write clearly, and form good sentences by copying passages into his copybook. One of his best-known entries was a list of 110 rules from an etiquette book of the time, *Rules of Civility and Decent Behavior in Company and Conversation*.

In the 1700s there was no uniform system of spelling in the colonies. In 1828 Noah Webster published *An American Dictionary of the English Language*, which standardized American English. Literate people—those who could read and write—used a variety of accepted spellings or spelled according to how words sounded. Like many people, Washington often invented his own abbreviations and capitalized words that he felt were important.

Washington worked hard to expand and enlighten his mind. As a result of reading and writing so much, his spelling and grammar improved over time.



## Your Turn

- Make a copybook—a small book of blank pages. Then copy a favorite poem, song, or part of a book to begin your copybook. Write “in a clear hand”—in other words, as neatly and carefully as you can. Add favorite passages or sayings to your copybook.

- Washington copied more than 100 rules of conduct into his copybook. Can you think of 100 rules of good behavior? In your copybook, list what you consider the 10 most important rules of good behavior.

- Try spelling “the Washington way.” Write a paragraph, spelling words as they sound and making up your own abbreviations. Trade paragraphs with a friend. Can you read one another’s paragraphs?

# Washington's Journey to Fort LeBoeuf

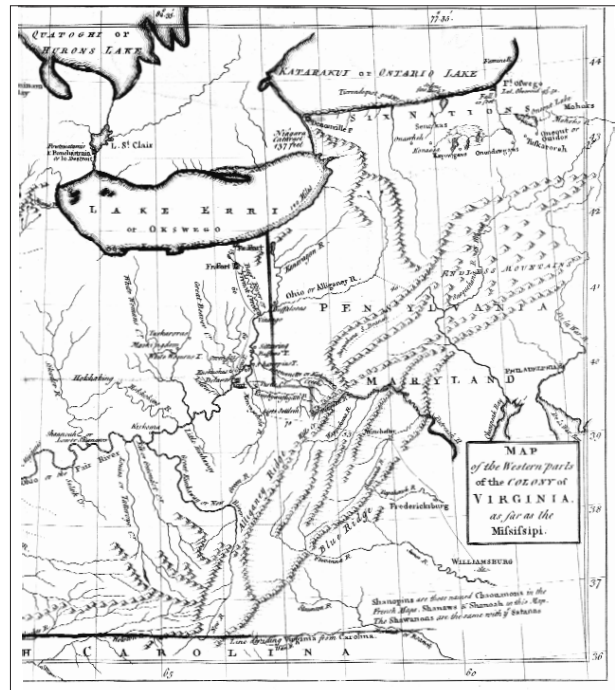
By the 1750s both the French and the British wanted control of the Ohio River Valley. They wanted to trade with the American Indians who lived there. They wanted to travel freely on its vast network of rivers. And the British were looking for land on which to build houses and farm.

By 1753 the British learned that the French were building forts along the rivers in the Ohio River Valley. In October, the British governor of Virginia, Robert Dinwiddie, decided to send a message to the French. The message told the French that the land belonged to Britain and asked them to leave. Young George Washington volunteered to deliver the message. Accompanying Washington on his trip were Christopher Gist, his guide; Jacob Van Braam, his interpreter; and four men who took care of the horses and supplies.

The round trip of nearly 1,000 miles was not easy. There was plenty of rain, snow, and danger. On their way to the fort, Washington and his men met and discussed their mission with Indian chiefs in Logstown. They also met with Tanaghrisson, a Seneca leader who was called “the Half King.”

Half King, two other chiefs, a young warrior, and an Indian interpreter soon joined Washington's group. They traveled to Venango, a French camp where they met with Joncaire, the French officer in charge. He told them that they must continue to Fort LeBoeuf, near Lake Erie. They were accompanied to the fort by French soldiers. At Fort LeBoeuf Washington delivered his message to Captain Jacques Legardeur de Sainte-Pierre.

The French informed Washington that they had no intention of leaving the valley, and they handed him a letter for Governor Dinwiddie. Washington was



anxious to get back to Governor Dinwiddie at Williamsburg, the Virginia capital.

The trip home from Fort LeBoeuf was even more dangerous and difficult. At one point Washington and Gist were shot at by an Indian who had volunteered to be their guide. They had to walk all night to get away from him. When they reached the Allegheny River, which they expected to be frozen, they found that they could no longer walk across it—the ice was not solid. Instead, they had to build a raft. In the process of crossing the river on the raft, Washington fell off and easily could have drowned.

The entire trip to the Ohio River Valley and back took about two and a half months. By January 16 Washington was in Williamsburg, where he handed the letter from the French commander to Dinwiddie. When Dinwiddie read Washington's account of the trip, he was so impressed that he published the journals.

## Becoming GEORGE WASHINGTON

Image 3

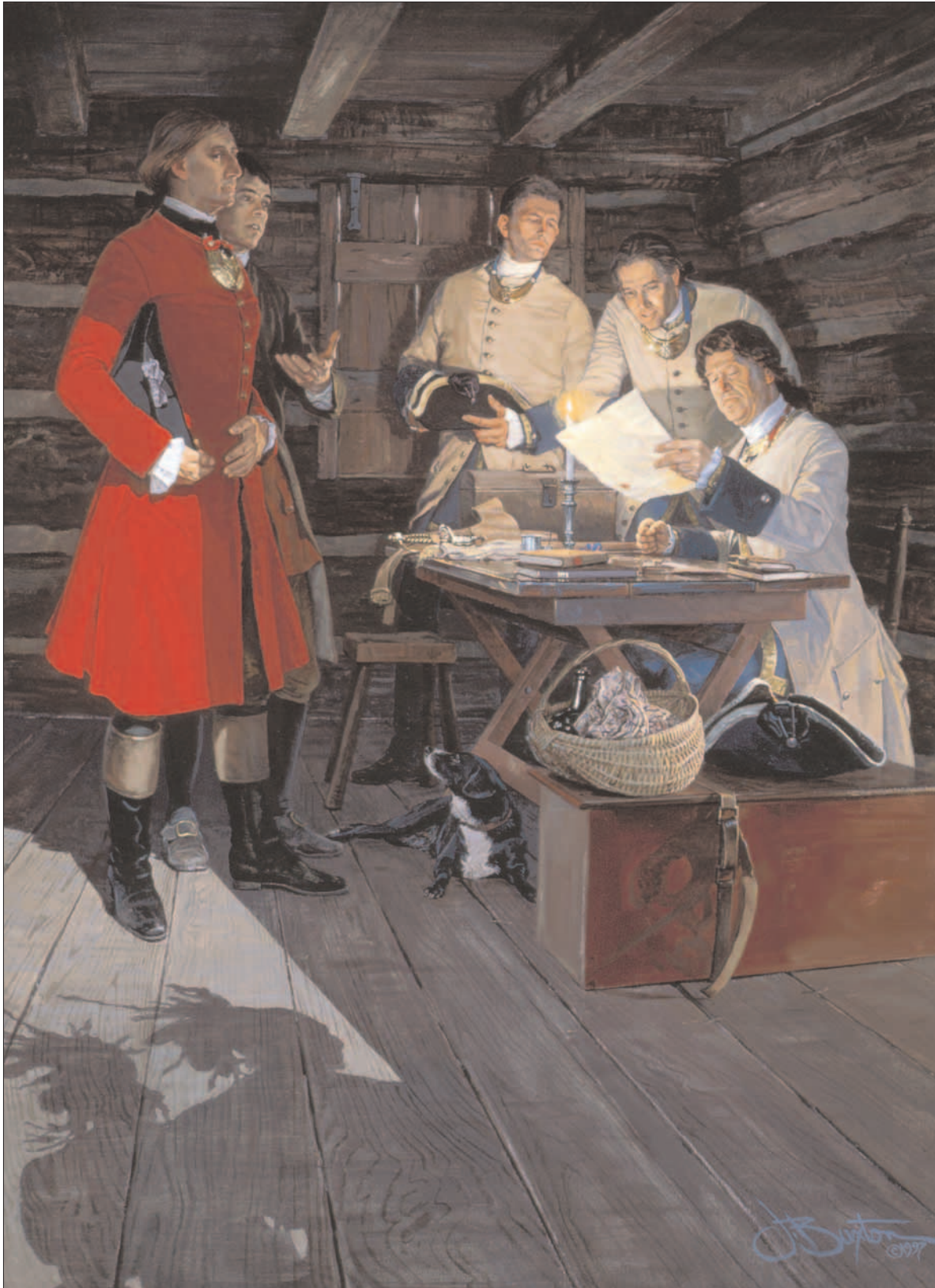
# Map of the Journey to Fort LeBoeuf



**Image 4a**

# Washington on the 1753 Expedition

*"Domain of Three Nations" by John Buxton*



## **Becoming GEORGE WASHINGTON**

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Image credit: ©John Buxton, courtesy of Houston Art & Frame

Image 4b

# Washington on the 1753 Expedition

*"Washington's Crossing, 1753" by John Buxton*



**Becoming GEORGE WASHINGTON**

Image credit: ©John Buxton, courtesy of Houston Art & Frame

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**Image 4c**

# Washington on the 1753 Expedition

*Wood engraving, 19th century*



**Becoming GEORGE WASHINGTON**

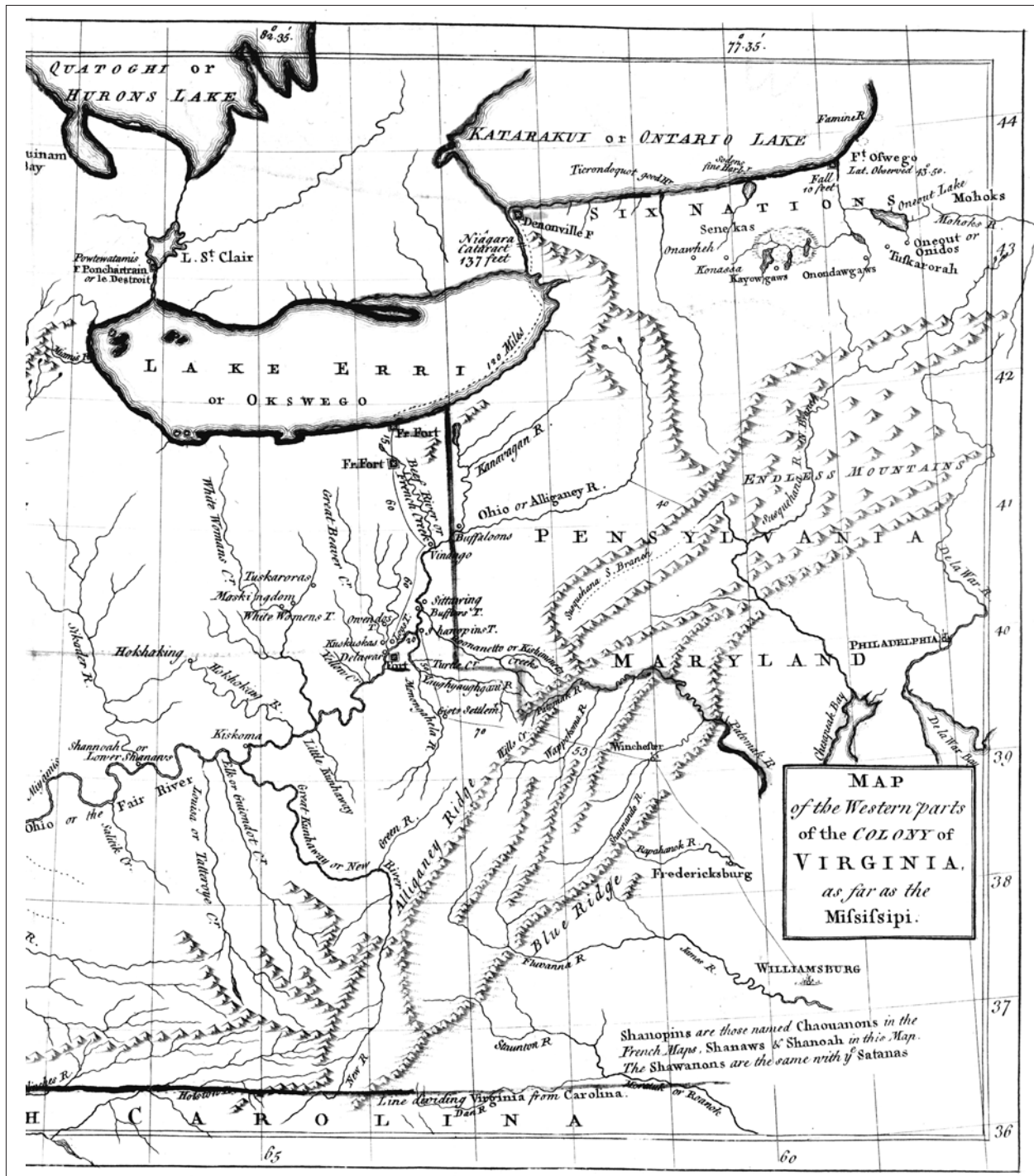
*Image credit: The Granger Collection, New York*

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Image 5

# Historic Map of the Ohio River Valley

Drawn by George Washington, 1753



# Return from Fort LeBoeuf, 1753

Reading George Washington's Words

## Original

### December 1753

*The next Day we continued traveling 'till it was quite Dark, & got to the River...we expected to have found the River Froze, but it was not, only about 50 Yards from each Shoar; the Ice I suppose had broke up above, for it was driving in vast Quantities.*

*There was no way for us to get over but upon a Raft, which we set about with but one poor Hatchet, & got finish'd just after Sunsetting, after a whole days Work: We got it launch'd, & on board of it, & sett off; but before we got half over, we were jamed in the Ice in such a Manner, that we expected every Moment our Raft wou'd sink, & we Perish; I put out my seting Pole, to try to stop the Raft, that the Ice might pass by, when the Rapidity of the Stream through it with so much Violence against the Pole, that it Jirk'd me into 10 Feet Water, but I fortunately saved my Self by catching hold of one of the Raft Logs. Notwithstanding all our Efforts we cou'd not get the Raft to either Shoar, but were oblig'd, as we were pretty near an island, to quit our Raft & wade to it. The Cold was so extream severe, that Mr. Gist got all his Fingers, & some of his Toes Froze, & the Water was shut up so hard, that We found no Difficulty in getting off the Island on the Ice in the Morning...*

From The Diaries of George Washington, Vol. 1. Courtesy of University Press of Virginia, 1976 and 1979.

## Adaptation

### December 1753

The next day we continued to travel until it got dark. We got to the river. We expected to find it frozen but the only parts that were frozen were near the shores. The ice had probably broken up above where we were, and you could see a lot of it moving in the river.

There was no way to cross the river except by raft. We went to work building one with only a hatchet that wasn't very good. At sunset, after working all day, we got onboard and set off. When we were halfway across, we got jammed in the ice. We thought our raft would sink, and we would die. I put out my pole that I used to move the raft. I wanted to stop the raft so that the ice might pass by. The water was so powerful against my pole that it threw me into ten feet of water. I saved myself by grabbing hold of one of the raft logs. Despite all our efforts we could not get the raft to either shore. Because we were near an island we left the raft and waded to the island. It was so cold that all of Mr. Gist's fingers and some of his toes froze. In the morning the water was frozen, and we were able to walk across the ice and easily get off the island.



Image credit: The Granger Collection, New York

## Becoming GEORGE WASHINGTON

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### Guided Reading Questions

- 1 To whom was George Washington writing?
- 2 What time of year was it?  
What was the weather like?
- 3 Who was involved in this incident?
- 4 What did Washington have to do when he got to the river? How was he able to do it?
- 5 What happened to Washington in the river?
- 6 Where did Washington spend the night? How did he get there?
- 7 What happened to the river the next day?
- 8 Did the weather affect Washington's body?

## **Answer Key to Guided Reading and Scaffolding Questions on the Student Resource Pages**

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### **Student Resource Page 3 Guided Reading Questions**

- 1** To whom was George Washington writing?  
*(He was writing to himself in his journal.)*
- 2** Where was he?  
*(He was outdoors surveying land and inside—out of the rain and to eat dinner and go to bed.)*
- 3** What did George Washington do before “returning to the Penningtons”?  
*(He worked hard, surveying land.)*
- 4** What did George Washington do that was unlike his companions?  
*(He took off his clothes before getting into bed.)*
- 5** Did Washington have a good night’s sleep? What was his bed like?  
*(Not at first, but once he lay like his companions, he fell asleep. His bed was uncomfortable. It was made of straw, had no sheets, and only had one thin blanket filled with bugs.)*
- 6** What was Washington’s attitude?  
*(Frustrated. He knew he was young and inexperienced, but he was determined to learn from his mistakes. He makes a decision to “fix” his mistake.)*
- 7** What decision did Washington make at the end of the March 15th journal entry?  
*(To sleep outside before an open fire.)*
- 8** What happened the next day?  
*(He went to Frederickstown, toured the town, returned to where they were staying, ate supper, and slept well in a feather bed with clean sheets.)*

### **Student Resource Page 6 Guided Reading Questions**

- 1** To whom was George Washington writing?  
*(He was writing to himself in his journal.)*
- 2** What time of year was it? What was the weather like?  
*(It was winter, and it was very cold.)*

- 3 Who was involved in this incident?  
*(George Washington was traveling with Christopher Gist, his guide on the trip.)*
- 4 What did Washington have to do when he got to the river? How was he able to do it?  
*(The river was not frozen as expected, so he and Christopher Gist had to build a raft with only a “poor” hatchet.)*
- 5 What happened to Washington in the river?  
*(He fell in ten feet of water trying to stop the raft. He then grabbed hold of one of the raft’s logs.)*
- 6 Where did Washington spend the night? How did he get there?  
*(He and Gist spent the night on an island. They waded there because their raft could not make it to the shores of the river.)*
- 7 What happened to the river the next day?  
*(The river was frozen, so they were able to walk on it.)*
- 8 Did the weather affect Washington’s body?  
*(He does not mention being affected by the weather but points out that Gist suffered from the extreme cold.)*

## **Student Resource Page 8**

### **Guided Reading Questions**

- 1 To whom was George Washington writing?  
*(Richard Corbin was a person of authority. Washington wrote to him for a military promotion.)*
- 2 Was Corbin a stranger to Washington?  
*(No. Washington had talked to him in Green Spring, Virginia, sometime earlier.)*
- 3 What did Washington want?  
*(He wanted to obtain a military commission higher than that of major so that he would be on the level of the chief officers of the expedition to the Ohio River Valley.)*
- 4 Did Washington feel he was capable of commanding all the forces?  
*(No. Washington recognized that he was young and inexperienced and that commanding all of the forces would be too important a position. He also confessed that he had a duty to his country NOT to take a position he is not qualified for.)*
- 5 What did Washington want Corbin to do for him?  
*(Washington wanted Corbin to use his influence to help him gain the promotion, by mentioning his qualifications when decisions were being made to appoint the officers for the expedition.)*